DOCUMENT RESUME

ED 377 863 IR 055 309

AUTHOR Pousoulides, Dorothea
TITLE The Association of College and Research Libraries Standards for College Libraries as Applied to the Anatolia College Library, The American College of Higher Studies, Thessaloniki, Greece.
PUB DATE Jul 94
NOTE 56p.; Master's Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Libraries; *Cultural Differences; *Evaluation Methods; Foreign Countries; Higher Education; Library Collections; Library Facilities; Library Services; *Library Standards; Objectives
IDENTIFIERS *ACRL Standards for College Libraries (1986); American College of Higher Studies (Greece); *Anatolia College (Greece); Association of College and Research Libraries; Greece

ABSTRACT

The American College of Higher Studies (ACHS) in Thessaloniki, Greece, is in the process of expanding and improving its library's collection and facilities in order to meet American regional accreditation standards. An evaluation of the college's Anatolia College Library with regard to collection, staff, services, administration and facilities was conducted using the "Standards for College Libraries, 1986" of the Association of College and Research Libraries (ACRL). Results of the evaluation are summarized, and recommendations are made for improvement of the library based on the ACRL grading system. The usefulness of the ACRL standards as evaluative tools is also explored. The Anatolia Library is in the process of improvement, with clear objectives. While the library does not contain as wide a variety of resources nor as many as the standard suggests, collection development has been a priority. Organization of materials complies with nationally approved conventions, and services are tailored to the needs of students as much as possible with staffing and budget constraints. The standards are found to be useful and effective tools for evaluation, simply stated and easy to use. Some necessary adaptations to Greek culture are discussed. An appendix provides additional details about library operation. (Contains 18 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR

ED 377 863

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Association of College and Research Libraries Standards for College Libraries As Applied to the Anatolia College Library, The American College of Higher Studies, Thessaloniki, Greece

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Dorothea Pousoulides

July 1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. DuMont

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR055309

BEST COPY AVAILABLE

ABSTRACT

The American College of Higher Studies (ACHS) in Thessaloniki, Greece is in the process of expanding and improving its library's collection and facilities in order to meet American regional accreditation standards. While on a site visit to the library which serves ACHS, the Anatolia College Library, during the 1993-1994 academic year, I conducted an evaluation of the library's collection, staff, services, and facilities using the Association of College and Research Libraries Standards for College Libraries, 1986. The decision to use the ACRL Standards (as opposed to the many other evaluative measures which exist) was related to the ongoing accreditation process and the belief that the standards would facilitate a comprehensive analysis of the library. The main objective of this paper was to create for the American College of Higher Studies a report which summarizes the results of the library evaluation based on the ACRL Standards. This report includes recommendations for improvements based on the ACRL grading system and my own interpretation of how well the library compares to the standards. The conclusion of this paper comments on the usefulness of the ACRL Standards as evaluative tools and on the overall experience of conducting this study on an American college outside of the United States.

TABLE OF CONTENTS

Chapter

I. INTRODUCTION. 1

Background Information
Purpose of the Study
Tentative Hypothesis

II. REVIEW OF THE LITERATURE. 5

Library Analysis and Evaluation Techniques
Accreditation As It Relates to Academic Libraries
Association of College and Research Libraries Standards for College Libraries

III. METHODOLOGY. 11

IV. RESULTS. 13

Standard 1: Objectives
Standard 2: The Collections
Standard 3: Organization of Materials
Standard 4: Staff
Standard 5: Service
Standard 6: Facilities
Standard 7: Administration
Standard 8: Budget
Observations and Recommendations

V. CONCLUSION 37

APPENDIX 41

REFERENCE LIST 50

ACKNOWLEDGMENTS

My participation in this study was made possible through the cooperation of the American College of Higher Studies and the Anatolia College Library Director and Staff. In particular, I would like to thank: Dr. William McGrew, President of the College, for allowing me to visit tne ACHS campus and to conduct this study; Pat Kastritsis, Director of the Library, for her warm welcome and sound advice; and library staff members Kay Bash, Yiouli Riga, and Ankine Kouyoumjian, for helping me adjust to Greece and keeping me company.

I would also like to thank Fotini Stavrou, Librarian of the English Department, Aristotle University of Thessaloniki, for her suggestions and support, and my research paper advisor, Nancy Birk, for getting me there in the first place.

CHAPTER I

INTRODUCTION

The American College of Higher Studies (ACHS) in Thessaloniki, Greece is in the process of expanding and improving its library's collection and facilities in order to meet American regional accreditation standards. While on a site visit to the library which serves ACHS, the Anatolia College Library, during the 1993-1994 academic year, I conducted an evaluation of the library's collection, staff, services, and facilities using the Association of College and Research Libraries Standards for College Libraries, 1986. The decision to use the ACRL Standards (as opposed to the many other evaluative measures which exist) was related to the ongoing accreditation process and the belief that the standards would facilitate a comprehensive analysis of the library.

Background Information

There are several factors about the Anatolia College Library which make its situation unique and which should be taken into consideration. To begin with, the Library serves two distinct communities of students--the American College of Higher Studies, an independent, non-profit, liberal arts college, shares its campus with Anatolia High School, an American-sponsored, private, non-profit Greek middle school/high school. The library therefore serves the needs of both populations. Although my analysis is concerned primarily

with how well the library supports ACHS, for the purposes of this study I have chosen to treat the Anatolia College Library as a shared whole rather than attempting to divide the collection and facilities in an exact manner. There are some parts of the study for which a distinction between the two user populations is necessary, particularly in the areas of staff size and budget allocation, and in these cases I will clearly state the divisions between the ACHS and Anatolia High School segments. The fact that the Anatolia College Library collection is composed of both Greek and English language materials is also notable, with approximately 65% of the collection in English and 35% in Greek. In addition, although the students who use the ACHS segment of the collection are proficient in the English language and have all of their classes in English, the vast majority of them are not native English speakers. Also, because Greek secondary schools do not have libraries, many of the ACHS students have had no previous contact with library collections and services, unless they have attended Anatolia High School.

Perhaps the most significant feature of the Anatolia College Library's situation is that ACHS is attempting to become accredited by the New England Association of Schools and Colleges. A related point is that the ACHS student population has been steadily increasing over the past several years and this increase is expected to continue. This means that there are considerable demands being made on the library,

with continual increases in its collection size and its user population.

Purpose of the Study

The main objective of this paper is to create for the American College of Higher Studies a report which summarizes the results of the library evaluation based on the ACRL Standards. This final report will also include recommendations for improvements based on the standards' grading system and my interpretation of how well the library compares to the standards. The overall purpose of the accreditation process itself in relation to the library is to determine whether the library is serving the needs of the ACHS community and, more specifically, whether it serves the needs of the College's curriculum. The final report should prove useful in this process since it will outline the general strengths and weaknesses of the library and areas needing improvement. In addition, the report can be used by the Library Director and Staff to help justify budget request and to persuade the College administration of needed changes.

Since the ACRL standards measure only quantitative effectiveness, the results of this study will not reflect the actual quality of the library collection or of the services offered by the library. Although the main objective of this study (the preparation of the library for the accreditation process) is served by the quantitative nature of the standards, there are many other techniques available for

evaluating libraries. Therefore, a further objective of this paper is to examine the broad field of library evaluation, within which the ACRL standards fall, in order to better understand the overall process of library evaluation.

Hypothesis

Since the Anatolia College Library has predominantly been serving the needs of its secondary level users it is expected that the collection will fall below what the ACRL standards recommend. The standards, as well as most of the literature on accreditation and libraries, discuss the accreditation process as it related to colleges and universities which are examined every ten years. ACHS' position is markedly different in that it has only recently established itself as a four year institution. For this reason it is understandable that the need for improvement and development will be great.

An additional hypothesis of this paper relates to the broader examination of library evaluation techniques. Since so many techniques are discussed in the literature and since the ACRL standards cover only quantitative effectiveness it is apparent from the onset that the most ideal method of evaluating the Anatolia College Library would need to be specially constructed out of many different techniques. Although the ACRL standards will hopefully serve the accreditation preparation needs of the College, it is expected that a more comprehensive method would need to be constructed for a complete assessment of its collection and services.

CHAPTER II

REVIEW OF THE LITERATURE

The literature which most applies to the topic of this study falls into three categories: library analysis and library evaluation techniques; the accreditation process as it relates to the academic library; and the Association of College and Research Libraries Standards for College Libraries, 1986.

Library Analysis and Evaluation Techniques

Within the literature on library analysis and evaluation there are many different areas of exploration. Some studies focus specifically on measuring the quantity and/or quality of library collections and services while others examine whether these collections and services are actually useful to the library's constituency. There is also literature on library analysis and evaluation which examines the assessment of not just collections and services but of the entire library system. The following paragraphs describe just a small portion of the basic areas of interest in this broad field.

Many evaluative techniques focus on collection assessment and view the physical collection as the most critical component of the library. Collection-centered approaches to library evaluation may employ a variety of methods to measure the effectiveness of a particular collection. One popular

method is to check the collection against standardized lists or bibliographies in order to examine the quality of the content of the collection. This type of qualitative approach is useful since it involves examining the collection directly and investigating individual items but it is also a very time consuming process. There are also quantitative collection-centered techniques, such as Standard 2 of the ACRL Standards for College Libraries, 1986, which focus on the size of the collection in relation to the institution it serves. Quantitative approaches are often criticized for being concerned with size rather than content but they can be useful when attempting a preliminary evaluation of a collection (Lockett 1989).

Rather than focus on the physical library collection, use-centered evaluation techniques examine the relation of the collection and services to library users through quantitative methods, such as circulation studies and in-house user studies, and qualitative methods, such as user opinion surveys. Use-centered techniques are often seen as more significant than collection-centered techniques because they focus on whether the collection and services of the library are actually useful to its constituents. At the same time, some librarians find a complete reliance on use-centered techniques to be problematic since professional standards and lists are not used as guidelines (Wortman 1989).

Since there are advantages and disadvantages to any

single method of evaluation, it is generally agreed that a variety of methods should be employed (Hall 1985) and that libraries should select methods based on their goals and objectives (Magrill 1985). By focusing on more than just one aspect of the library, evaluators can work to assess the library as a whole rather than as separate segments. A further argument for a more holistic approach to library evaluation involves the concerns of some that most library evaluation techniques focus on measuring inputs and processes (materials, resources, staff) rather than outputs (quality of service, staff satisfaction). Du Mont (1980) suggests the use of a systems model approach in order to create a more effective library environment within which outputs are a consideration. In building on this suggestion, Kania (1988) presents a process which combines standards with performance measures as a method of evaluation.

Accreditation As It Relates to Academic Libraries

The accreditation process, as related to academic libraries, basically consists of three segments--the self-study, the accreditation team visit, and the responses of the library/institution to the accrediting association's suggestions. Both Williams (1993) and Casserly (1987) agree that the positive participation of the library in the self-study is the most important aspect of the accreditation process--unless the administration and the library staff are

committed to making changes the accreditation process will yield few results.

The literature on the relationship between the accreditation process and the academic library is characterized by a considerable amount of discontentment with existing standards available for use by librarians. Each of the six regional accrediting associations has different standards for library performance and there are a number of professional standards, such as the ACRL standards, which librarians may consult. Both Williams (1988) and Casserly (1986) question how useful the standards supplied by the accrediting associations are since they are somewhat vague and also because they vary so much from region to region.

There is also some indication that the regional accrediting bodies prefer to focus on qualitative rather than quantitative analysis in relation to academic libraries (Adams 1980). In particular, Lutzker (1990) reports that the Middle States Commission on Higher Education is beginning to consider bibliographic instruction programs as integral to the library within the academic institution. This type of qualitative emphasis on the part of accrediting agencies points to a possible discrepancy between the use of quantitative library standards and the accreditation process.

Association of College and Research Libraries Standards for College Libraries

The Standards for College Libraries, 1986, as prepared by the College Library Standards Committee of the Association of College and Research Libraries, are intended for use in evaluating libraries which support undergraduate and master's degree level curriculums. The ACRL standards outline the specific areas of the library to be examined, the formulae and criteria necessary for such an examination, and a system within which to evaluate the results of the examination. While some of the standards provide only general or theoretical terms, several contain specific quantitative guidelines for evaluation. For example, the standard on objectives (Standard 1) states that the library should have set goals and objectives which are the responsibility of the library staff and which should be reviewed and revised periodically--there is no explanation of the specifics of these objectives since each library has its own particular purpose and mission in relation to the academic body it serves. In contrast, the standard on collections (Standard 2) is much more specific in its guidelines and includes the first of the three formulas included in the ACRL Standards, Formula A. This formula helps to determine the number of volumes which each library should provide to its users by considering the total enrollment of the institution, the number of full time equivalent faculty members, and the number of major or

minor fields of study offered by the institution.

Although there are few examples in the library literature of the use of the standards by academic libraries, most of the accreditation literature related to libraries and the general literature on library evaluation techniques refer to the ACRL standards as basic tools for accreditation-related library evaluation. Two articles specifically discuss the application of the ACRL standards. The first involves a study of the libraries of the 19 California State Universities as they compare to the standards (White 1986). White utilizes the ACRL standards as an evaluative tool but offers no critical examination of the effectiveness of the results. In a more recent analysis of the ACRL standards, Walch (1993) discusses the results of a survey conducted to determine whether librarians found the standards to be a useful and effective means of evaluation. Upon surveying 215 academic libraries Walch found that the standards were widely used and that there was interest in their further development.

CHAPTER III

METHODOLOGY

Following a preliminary inquiry into various evaluative techniques and particularly the ACRL standards I applied the guidelines and formulae of the standards to the Anatolia College Library. I had the opportunity to conduct the study during the 1993-1994 academic year when I visited the ACHS campus.

The choice of the ACRL standards as a guideline for this analysis was based on the fact that they are simple but comprehensive standards which provide specific instructions for use and which can lead to practical suggestions for improvement. Because the Anatolia College Library is in its early stages of development as a college library, and because it is currently participating in the accreditation process, quantitative standards like the ACRL Standards for College Libraries helped to identify some of the very basic areas in which the library may begin to improve itself.

Since the standards are divided into eight sections, one for each standard, I have segmented my research in a similar manner. Although formulae and guidelines for the evaluation of data are provided, the method by which the actual data is collected is obviously dependent on each particular situation. Much of the information needed--the size of the present collection, the number of employees, the specifics of the

curriculum--was readily available from current staff members of the library and from documents such as annual departmental reports, budget requests, and collection development statements. I also consulted the Library Director, Patricia Kastritsis, and the President of the College, Dr. William McGrew. Since I was an "outsider," effective communication with staff members was a crucial component of my research.

The ACRL standards also suggest several percentage rating and letter grading scales in relation to the formulae on collections, staff, and facilities. The data collected in relation to these standards was therefore easily evaluated, at least in relation to ACRL's expectations. The evaluation of the data connected to the rest of the standards (those without grading scales) is based on my own interpretation.

CHAPTER IV

RESULTS

Standard 1: Objectives

The college library shall develop an explicit statement of its objectives in accord with the goals and purposes of the college (Association of College and Research Libraries 1986, 190-191).

Each college and university library shares in the responsibility of the greater institution to provide its students with the necessary resources and facilities. Objectives are useful, not only because they set guidelines for growth, development and long and short term goal setting, but also because they help to measure the effectiveness of the library within the college community. Because this is a time of great growth for the Anatolia College Library, there has been an ongoing interest in and dedication to identifying goals and objectives and working toward their fulfillment.

The ACHS Library Materials Selection Policy (Appendix) includes a section devoted to the "Aims of the Library." This statement outlines the primary purposes of the library and the ways in which it seeks to accomplish its objectives. According to this document, the main purpose of the library is to support the liberal arts and business/economics emphasis of the ACHS curriculum and also to advance the general educational level of its users.

It is also important that the objectives of the library should be developed by the library staff in consultation with

representatives from the administration, faculty, and students, and that the objectives should be reviewed and revised periodically. Receiving input from the students, faculty and administration ensures that the library will be working to further the interests of the institution as a whole and the users it serves. Periodic reviews and revisions of objectives help remind the library of its goals for the future and allow room for alterations if these goals have changed.

There are several examples of the Anatolia College Library's commitment to developing their objectives in such a manner: 1) The Library Steering Committee (discussed further in Standard 7: Administration) helps to guide the Library in the right direction and keep the lines of communication open between the administration, faculty and library staff (there is no student representative). 2) The Library Director submits an annual departmental report which updates the administration on all areas of library development. 3) Another document which addresses some of the Anatolia College Library's goals and objectives is the "Library and Learning Resources chapter of the Self Study[1] completed for the accreditation process (Appendix).

---

[1]This section of the Self Study was the responsibility of the Library Director. Along with members of the Library Steering Committee (discussed later in this paper), the Director has been very involved in the accreditation process.

Standard 2: The Collections

The library's collections shall comprise all types of recorded information, including print materials in all formats, audiovisual materials, sound recordings, materials used with computers, graphics, and three-dimensional materials (Association of College and Research Libraries 1986, 191).

Although Standard 2 is primarily concerned with a quantitative analysis of the collection it does briefly address the importance of collection quality. The Anatolia College Library resources are comprised of print materials, audio-visual materials, and a college archives collection. The print materials include books, journals, and newspapers. The library also has a vertical file. Audio visual materials such as videos, slides and sound recordings are owned by the library, however the slides and videos are available for classroom use only.

Materials suggested by Standard 2 which the Anatolia College Library does not yet have in its collection include graphics, three-dimensional materials, microforms, government documents and materials used with computers. The computer center, although partially housed in the same building as the library, is currently considered a separate unit from the library and provides its own educational materials. The library does provide some computer books which may have computer software included in them.

Clearly the Anatolia College Library collection does not contain as wide a variety of resources as Standard 2 suggests. Since the development of the library's general print

collection has been its top priority most of the acquisitions budget has gone towards purchasing monographs and periodicals.

Because of the vast quantity of books, periodicals and other resources which are printed each year and made available to libraries, it is necessary to use great discrimination when selecting materials. The standards suggest some of the selection aids which are useful in this process. The ACHS librarians use a wide variety of the suggested selection aids--general bibliographies (Books for College Libraries), reviewing media (Choice, Library Journal, and Booklists), and periodical lists (Katz's Magazines for Libraries). The Library also has many vendor/publisher catalogs as well as subscriptions to academic journals which provide book reviews of the latest works in their respective fields. All of these resources are especially useful to this particular library since the geographic location of the college places it in a relatively secluded position. There are also frequent consultations between librarians and faculty members in order to utilize their knowledge in their subject specialty/field.

Formula A, the first of the formulas in the standards, helps to determine the number of volumes each library should provide to its users by considering the total enrollment of the institution, the number of faculty members, and the number of major and minor fields offered by the institution.

According to the guidelines of Formula A, the Anatolia College Library should have the following number of volumes in its collection in order to adequately meet the needs of its users:

1. Basic Collection:	85,000 volumes
2. Faculty Allowance: (29 full time equivalent faculty x 100 volumes each)	2,900 volumes
3. Student Allowance: (385 full time equivalent students x 15 volumes each)	5,775 volumes
4. Major/Minor Allowance: (4 majors x 350 volumes each)	1,400 volumes
	95,075 volumes total

In determining the Anatolia College Library's collection size I have chosen to view the ACHS/Anatolia collection as a whole rather than divide the collection volume by volume between the two schools. Because the collection is integrated, most students are not necessarily aware of which books have been purchased with ACHS funds and which belong to the high school segment of the collection. According to the 1992-93 State of the Library Departmental Report, circulation statistics indicate that "...the number of books borrowed by ACHS students are drawn almost equally from the two collections" (Kastritsis 1994, 1). A probable reason for this crossover in use is that the Anatolia High School segment of the collection is filling the gaps of the still growing ACHS collection. Keeping these factors in mind, the combined ACHS/Anatolia collection consists of:

General Collection (Books)	31,000 volumes
Journals	1,600 volumes
Audio/Visual Resources	600 bibliographic unit equivalent
	33,200 volumes total

The Anatolia College Library is obviously well below the recommended number of volumes since it can provide only 35% of the amount called for by Formula A. Standard 2 suggests that "Libraries with collections which are significantly below the size recommended in Formula A should maintain the 5% growth rate until they can claim a grade of A" (Association of College and Research Libraries 1986, 191). The grade of "A" means that there is a 90 to 100 percent fulfillment of the amount called for by the standard. The Anatolia College Library should therefore be steadily increasing its collection size by 5%. The Library has announced that it would like to increase its collection to 50,000 volumes by the year 2000. This increase would represent an 7.2% growth rate, an amount greater than the rate suggested by the Standard. The accreditation process, in combination with the growth of the College's student enrollment and curriculum, has meant that the bulk of the library's acquisitions since the move to its new building in 1989 have been for the ACHS segment of the collection.

Standard 3: Organization of Materials

Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at time of need (Association of College and Research Libraries 1986, 193).

The Anatolia College Library catalogues and arranges its books using the Dewey Decimal Classification System. Each book is further classified using the first three letters of the main entry. Both Greek and English language books are arranged together on the shelf in order to ensure that all books on the same topic, regardless of language, are together.

Subject classification is accomplished through the use of Sears List of Subject Headings. Because of continuing increases in the ACHS collection and in the complexity of the subject matter, the librarians are currently considering the necessity of utilizing the Library of Congress Subject Headings, at least in regards to subject areas with which the Sears headings are not sufficient.

There is a card catalog in the main reading room of the library which is separated into two distinct sections, one for the Greek language materials and the other for the English language materials. Both catalogs can be accessed alphabetically by author, title, and subject headings. There is also a shelf list for library staff use.

A record is kept of periodicals received and a listing of periodicals is available to students. The Library receives copies of Humanities Index, Social Science Index, Business

Periodicals Index and Abridged Reader's Guide so that users can locate the articles that they need from the English language periodicals. Both bound and loose copies of journals and newspapers are kept in a locked room just off the main reading room/stack area. Some of the older bound volumes are kept in the basement storage area. The most recent copies of all magazines and newspapers are kept on open shelves in the main reading room area. Students have access to the periodicals at any time by asking the librarian or student assistant on duty.

Standard 4: Staff

The staff shall be of adequate size and quality to meet the library's needs for services, programs, and collection organization (Association of College and Research Libraries 1986, 194).

There are currently four full-time employees working for the combined ACHS/Anatolia Library:

* The Library Director, who is responsible for the library as a whole and who is involved in all segments of development related to both sections of the collection. The Director has an MLS from an ALA-accredited program.

* An Assistant Librarian who is responsible for the acquisition and cataloguing of the ACHS collection. The ACHS Librarian is also available in the evenings to provide reference services to the College's students and faculty. Although she does not have an MLS degree she has over fifteen years experience working in this particular library.

* An Assistant Librarian who is responsible for acquiring and cataloguing all of the Greek language books in the collection. She is also available during the morning and afternoon hours to assist students with their reference needs. This librarian does not have an MLS degree but has had over five years experience working in the Anatolia College Library. In addition, she has begun work on an MLS program through the TEI and a British university.[2]

* A Secretary who is responsible for the processing of the Anatolia segment of the collection. The secretary is available during the morning and early afternoon hours of the day to assist in the processing and circulation of materials.

In the past several years there has been a cooperation between the library staff and several faculty members to do intensive book ordering in specific academic fields during the summer months. This helps the ACHS Librarian to select materials for very specialized areas of the collection over a short period of time. In addition, a temporary part time professional librarian is occasionally hired as Cataloguer.

Formula B helps to determine the number of librarians

---

[2]TEI stands for Teknologika Ekpedeftika Idrimata, or Technological Education Institute. There is a TEI library school which is the equivalent of a vocational/technical training school. This technical training is not university level and there is no undergraduate or graduate library education in Greece at present. The employee mentioned above is participating in a correspondence course program which is a result of cooperation between the TEI and a British university which offers a Master's in Library Science.

required in a college library based on enrollment, collection size, and growth of the collection. According to Formula B, the ACHS segment of the library should have a total of three librarians:

1 Librarian	For each 500, or fraction thereof, FTE (full time equivalent) students up to 10,000	ACHS has 385 FTE students
1 Librarian	For each 100,000 volumes, or fraction thereof, in the collection	ACHS has 33,200 volumes
1 Librarian	For each 5,000 volumes, or fraction thereof, added per year	ACHS will add 2,700 volumes per year

Since one of the Assistant Librarians is connected solely with the Greek language materials, there are technically only two librarians working on the ACHS segment of the collection--the Library Director and the ACHS Librarian.

In addition to the suggestions from Formula B, a further stipulation is that support staff should be no less than 65% of the total library staff, not including student assistants. The only support staff position in the Anatolia College Library is that of Secretary and this position primarily serves the needs of the Anatolia segment of the collection and services. This means that the ACHS Librarian has no support staff. There are four part time student assistants working for the library and who are responsible for shelving, technical processing of ACHS materials, and assisting students using the computer lab on a individual basis.

The standards also suggest that the librarians be well informed in developments in computer and information technology. Because the Anatolia College Library is in the process of selecting an automated library system, the librarians and staff have become very involved in educating themselves about the available systems. During a trip last year to the United States the Library Director visited various academic libraries in order to observe their automated systems. There is currently an automation consultant visiting the library in order to assist even further in the decision making process.[3]

Standard 5: Service

The library shall establish and maintain a range and quality of services that will promote the academic program of the institution and encourage optimal library use (Association of College and Research Libraries 1986, 195).

The hours of access to the library are as follows:

Monday-Thursday	8 A.M. - 9 P.M
Friday	8 A.M. - 8 P.M.
Vacations	8 A.M. - 1 P.M.

ACHS classes are from 2 P.M. to 10 P.M., Monday through Friday. The Anatolia High School students are on campus between 8 A.M. and 3 P.M., Monday through Friday. The library

[3]The choice of an automated system for the Anatolia College Library is made complex by its locale and its bilingual collection. It is necessary to have a system which will accept Greek characters and that can shift between the two languages. Also, once the program is installed staff members will need to have access to support and a method by which to get questions answered and problems solved. For these reasons it is highly likely that the library will select a system with Greek origins.

therefore functions exclusively for the ACHS users during the afternoon and evening hours although they are free to use the library at any time during the day. The ACHS student body is primarily commuting, with very few students actually living on campus. Although the library's hours may seem limited, especially the lack of weekend hours, they are actually consistent with the demands of Greek students. It is unheard of for Greek academic libraries to have weekend or late evening hour. In addition, ACHS has no weekend classes. The combination of these two factors mean that there is basically no demand for the library to have more extensive hours at present.

Professional reference services are almost always available. During the mornings and early afternoon hours the Library Director and one of the Assistant Librarians is available, while in the late afternoon and evening hours the ACHS Librarian is on duty.

Bibliographic instruction programs are very important to the functioning of the Anatolia College Library. Because many students who attend ACHS have had no experience with libraries it is even more necessary than usual to orient them to the library and give them an adequate chance to become familiar with accessing the collection. All of the first-year English classes spend about one week becoming familiar with the library. In addition, some faculty members make a point of encouraging students to use the library's resources to

complete their assignments.

Ideally all library materials which can be used outside the library should be circulated to users; however, there are times when such a policy might lead to more harm than good--materials which are valuable resources and difficult or expensive to acquire are often lost or damaged when circulated. The Anatolia College Library loans most of its materials for fifteen days. There is a special collection of art history books which circulate for one week only, while materials from the vertical file can be checked out for three days at a time. Bound periodicals and the most recent issues of magazines and journals do not circulate. Although students can check out loose periodical copies for a one week period, they are encouraged to photocopy the articles that they need rather than risk the possibility of loss or damage.

There is a reference collection which does not circulate, but students can have copies made by the assistants using the library's photocopy machine. There are also archival materials which do not circulate and which are kept either in the basement storage area or in locked display cases.

There is no interlibrary loan system in place at the Anatolia College Library. There is a cooperative loan agreement between ACHS/Anatolia and the Pinewood Schools Library which is located on the same campus. In addition, there are several English-language libraries in Thessaloniki which are available to the students: the United States

Information Service Library and the British Council Library (small fee required) are open to the public; the Aristotelian University of Thessaloniki English Department Library has a wide selection of English and American literature, and arrangements can be made on an individual basis for students wishing to access that collection.

Standard 6: Facilities

The library building shall provide secure and adequate housing for its collections, and ample well-planned space for users and staff and for the provision of services and programs (Association of College and Research Libraries 1986, 197).

The Anatolia College Library has been in its current location since 1989. The building has a maximum capacity of 50,000 volumes. This new structure contains the library as well as an amphitheater/projection room which seats 70 and a computer laboratory. The library itself is separated into several sections:

* The main reading room which is on three levels. This area contains the bulk of the collection as well as seating for 200 users. There is a periodical browsing area as well as a new books display section.

* There are two seminar rooms which open off the main reading room and which seat an additional 24 people.

* There are library staff offices and working spaces which open off the main reading room just behind the circulation desk and reference collection.

* The basement of the library is used for storage of archival materials and gift books which have not yet been processed.

Formula C helps to determine if the library building is of adequate size by taking into account the enrollment of the college, the size of the collection, and the size of the staff:

	Standard Suggests:	**ACHS Library:**
Space for Users:	1 seat for each 5 students 1/5 of 385 = **77 seats**	Space for **200** users
	25-35 square feet floor space per study station or **2200-3080 square feet**	**5000 square feet** per study station
Space for Books:	.10 square feet per volume 33,200 volumes x .10= **3320 square feet**	**5000 square feet**
Space for Staff:	1/8 of space for books and users 1/8 of (3080 + 3320) = **800 square feet**	**960 square feet** Includes two processing rooms and office space for four employees

The Anatolia College Library facilities are well above what the standards suggest. In addition, the new library structure provides a comfortable and attractive space within which students and faculty can utilize library materials. There is adequate space between shelving units as well as on the shelves themselves to allow for comfort and ease while searching for particular items or just browsing. Study

stations are well spaced and varied in location, with multiple user stations scattered throughout the main reading room.

Additional features of the library's facilities include: a security system which has significantly reduced the number of books stolen from the collection; a photocopy machine for library staff use and on which the staff will make students copies; and audio visual equipment including video recorders/players, slide projectors, filmstrip and filmloop projectors, 8mm and 16mm projectors, overhead projectors, cassette tape recorders and camera equipment.

The Anatolia College Library is not wheelchair accessible but neither is the rest of the ACHS campus. There are no laws in Greece comparable with the Americans With Disabilities Act in the United States and awareness about accessibility is only just beginning.

Standard 7: Administration

The college library shall be administered in a manner which permits and encourages the fullest and most effective use of available library resources (Association of College and Research Libraries 1986, 198).

Although there is no statutory or legal foundation for the library's activities, the Library Director reports directly to the President of the College. The responsibilities and authority of the director are defined in writing in the form of a job description. The library has a policies and procedures manual, an acquisitions policy, and a

gift policy. The Library Director submits an annual departmental report to the Administration and is in close contact with the Office of the President about official library matters. At the same time, the Director makes all decisions concerning the administration of the library and is responsible for its collection, staff, services, facilities and external relations.

As previously mentioned there is a Library Steering Committee which serves as a link between the library, the administration, and the faculty. The Library Steering Committee is composed of the Library Director, the ACHS Librarian, the Academic Dean, and the Acting Chair of Business Administration. This committee, especially during this crucial time of development for the Library, serves as a mechanism for a continuous evaluation of performance and for identifying areas which need improvement. The one segment of the college community missing from the committee are students.

The self study prepared for the accreditation process is also an example of the library's continuing self-evaluation. In addition, the library actively keeps circulation statistics and regularly conducts an inventory of the collection.
The library informs the community of its accomplishments through the Anatolia Alumni Magazine and the school newsletter.

Standard 8: Budget

The library director shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed upon objectives (Association of College and Research Libraries 1986, 199)

In addition to making all administrative decisions for the library, the Anatolia College Library Director has sole authority of the library budget. The library maintains its own internal accounts on invoices, encumbrances and expenditures.

An additional concern of this standard is that each college library should receive 6% of the total institutional budget for educational and general purposes. In addition, this standard states that "This percentage should be greater if the library is attempting to overcome past deficiencies or to meet the needs of new academic programs" (Association of College and Research Libraries 1986, 199). The amount should also be greater than 6% if the library has responsibility for acquiring audio visual and computer materials. These stipulations apply to the Anatolia College Library since it is attempting to meet the needs of its growing user population as well as to increase its audio visual holdings. Not only does the library need to significantly increase its collection, it will also need to increase services and staff as the user/student population grows. The upcoming automation of the library is another budget factor to consider, since this process will require significant and ongoing funding.

The ACHS segment of the library budget is currently 8-9%

of the ACHS total institutional budget for educational and general purchases, an amount above the suggested 6%.

Observations and Recommendations

Standard 1: The objectives of the Anatolia College Library are clearly stated and provide a direction for the library which is well planned and feasible. The objectives are generally stated and yet they allow for extensive long and short term goal setting.

Standard 2: The library collection size is well below the suggested amount. The library is already working towards remedying this deficiency. In addition to the necessary increase in collection size, the library should also focus on increases the types of materials and medias available to users. A wider variety in the collection might include audio-visual resources, more periodicals and perhaps even some CD-ROM products. The types of materials selected would depend on the needs of the users and developments in the curriculum.

Despite these deficiencies, the Anatolia College Library grades well with Standard 2 in terms of its growth rate and quality control of the collection. The growth rate of the library collection is above the amount suggested by the Standard and it is obvious that the ACHS Administration is making the library a top priority.

Although this analysis does not focus on the quality of the collection, it is apparent that the library staff is using

the proper methods (i.e. selection aids, bibliographies, book reviews, faculty consultation) to select materials, and is making an effort to build the collection in a balanced and informed manner.

Standard 3: The organization of materials in the library complies with nationally approved conventions. All materials are well organized and accessible to users. There is a good selection of indexes for the existing periodical collection although as this collection increases, so too should the abstracts and indexes.

Standard 4: The staff size of the library is below the number suggested by the standards. According to Standard 4 the library should have three librarians where now it has only two. Perhaps more importantly, there is no support staff for the ACHS segment of the collection. This means that the ACHS Librarian relies exclusively on part-time student assistants for help with the collection. Because of the rapid growth rate of the library collection and of the user population, the staff size needs to be increased. Any increase in staff, either professional or support staff, would assist in the cataloguing and processing of materials to get them to students in a timely manner. This would also allow the ACHS Librarian more time to devote to service activities, for example bibliographic instruction and reference services.

Standard 5: The services offered by the library are carefully tailored to the needs of the ACHS student

population. Bibliographic instruction courses help to acclimate new students to the library collection and facilities, and an ongoing contact with the students through class visits and general reference services helps to maintain an interest in the library. The librarians are knowledgeable and experienced and know the collection well.

The one area in which the library can continue to grow is that of resource sharing. As the student population increases and as the curriculum grows there may be a greater need for materials which the Anatolia College Library does not own. The library should consider the possibilities for the future of resource sharing in Thessaloniki (and perhaps even in Greece) as automation and computerization bring libraries closer together. At present, the state of libraries in Greece is such that collections are quite disorganized and, more importantly, many of these libraries do not circulate materials to their own constituencies, let alone to other libraries.

Standard 6: The library's facilities are excellent. According to the guidelines set by the Standards there is more than enough room for the collection and for library users. The capacity of the structure is 50,000 volumes and, since this is the goal amount for the year 2000, collection space should not be a problem. The space for staff, although above that called for by the standard is somewhat cramped because of the large number of volumes going through processing. There

is space in the basement which can be used for processing but many times the librarians and student assistants need to be present upstairs and available for reference and service requests. Also, any increase in staff size would need to take into consideration the space available for such an addition.

Overall the facilities are attractive and functional. The security system is a particularly useful feature of the library. Although the standard does not mention anything about preservation of materials I would like to add a note about this issue. The Anatolia College Library is not air conditioned and neither is most of the rest of the campus (nor many other buildings in Greece for that matter). The heat and humidity put a great strain on library materials, as do open windows which bring wind, dust and insects. Although the rest of the campus is not air conditioned (except for administrative offices), the Library should get some priority since it is not merely for comfort that it is needed--the books will last longer and be in better condition if they are stored at a more controlled temperature. This can be seen as a long term goal which would lead to an ideal atmosphere for the library facility.

One additional recommendation for the future. Although currently the library and most of the campus is not wheelchair accessible, and although there are no legally binding reasons to make it so, the ACHS community might someday benefit from making the necessary structural adjustments to accommodate

wheelchair-bound individuals. At this time it might not seem that there is a great need for such adjustments, but it is something to consider for the future--especially in keeping with the spirit of progressiveness at Anatolia College and the liberal arts education of ACHS. The library should be accessible to everyone in the College's community.

Standard 7: The administration of the library is accomplished in an organized and structured manner. The library is administered autonomously although it receives excellent support from the ACHS Administration and the Anatolia College community as a whole.

The only recommendation which I have in this area is the there is some student representation on the Library Steering Committee, since all segments of the College community should be represented.

Standard 8: The budget allocation for the library is above the amount suggested by the this standard. Because the library is going through some very costly changes--major increases in collection size, automation, etc.--it is necessary to recognize that there will be ongoing costs over an extensive period of time. Long term budget planning for the library will ensure that no projects are cut short or dropped and that the Library progresses at its present rate of development.

Overall, the Anatolia College Library is in an excellent position in relation to the ACRL Standards, especially

considering the many changes which it has experienced recently and the newness of the ACHS program itself. Most of the suggestions which I have made in this report are ones which the Library Director and the ACHS Administration have already acknowledged and, in many cases, solutions are already being considered. If the library maintains its current pace of development and continues to receive support from the administration it should have no difficulties in making the needed improvements.

CHAPTER V

CONCLUSION

Assessment of the ACRL Standards for College Libraries

Determining the usefulness of the ACRL standards is dependent on a variety of factors--each application of the standards will yield results based on the type of library in question and the circumstances of the study. The following assessment of the ACRL standards is therefore limited to this study's very particular and somewhat unique situation.

In general I found the standards effective and useful tools for evaluation. The guidelines, formulae and grading scales were simply stated and easy to use. Collectively, the eight standards covered all of the subject matter that I needed to examine.

The ACRL standards have been criticized for being too quantitatively focused. Although many of the standards have quantitative methods of evaluation included in them, I found that they were often subjectively based and at times even qualitative in nature. For example, Standard 4 (Staff) is concerned with the number of librarians and support staff employed by the library, but it also addresses the education level and training of staff members and the question of administrative autonomy for the library. Standard 2 (Collections) focuses on the size of the collection, but it

also suggests that the methods of selecting materials and the variety of formats be taken into consideration. The standards also examine the quality of reference services, bibliographic instruction programs, and the functionality of the facilities. All of these examples demonstrate that the standards are not only quantitative in nature.

There are some possible problem areas in relation to the quantitative guidelines which the standards do put forth. Formula A, located in Standard 2 (Collections), is meant to calculate the number of volumes which a college library should have. The library which I examined, the Anatolia College Library, fell well below the suggested amount. As a matter of fact, it failed according to the grading system provided with the formula. Of course, the library is just getting started and it can't be expected to receive a grading of "A" but, at the same time, this failure raises some questions about the usefulness of this formula.

To begin with, the across-the-board suggested core collection of 85,000 volumes seems quite high, especially since it is for all libraries covered by the standards, regardless of the size of the institution. Even though ACHS has only 400+ students it is expected to have the same core collection as a college with four to five times as many students. ACHS' enrollment is expected to increase but it will probably only double in size.

An additional consideration when looking at collection

size is that even though a collection may have the number of books required by the ACRL standards, it may not necessarily be a collection which is useful to the curriculum and circulating among users. 'Books for College Libraries, an ALA publication which lists a core collection of 50,000 titles, suggests a much lower collection size than the standards, deciding that "A very brief basic list might thus serve rather than intimidate the many libraries still far below the standard" (1988, viii).

Adapting the Standards to Greek Culture

There were several areas in which the differences between North American and Greek cultural expectations and standards had to be considered. The geographic location of ACHS itself was also a factor--the amount of time it takes for materials ordered to reach the library ranges between four and six months. This is just an example of the many "inconveniences" which cannot be changed and which have obviously been adapted to by the library staff and the college's faculty.

One of the expectations of the ACRL standards is that each librarian have a Master of Library Science degree from an ALA-accredited institution. As previously mentioned, there is no university-level degree available in Greece. Some librarians educated at the TEI have had the opportunity to study in England or the U.S. but these cases are limited.

Other culturally related differences that I dealt with

include the air conditioning question and accessibility for people with disabilities. Although I suggest that the Anatolia College Library have it installed, air conditioning is still considered a luxury item in Greece, especially for libraries, and I don't expect that the Anatolia College Library will get it any time soon. It seems like a necessity to North American librarians, especially with the amount of dust that makes its way inside the library as a result of the intense dry winds that pass through open windows. Hopefully the protection of the library's collection will someday become a priority. The suggestion which I made concerning accessibility falls into this same category. Eventually people in Greece will demand more accessible facilities, but for the time being it is difficult even for able-bodied people to get around.

APPENDIX

AMERICAN COLLEGE OF HIGHER STUDIES

Library

Materials Selection Policy

AIMS OF THE LIBRARY

The primary purpose of the library is to support and enrich the curriculum of the College. This curriculum has as its major goal to provide a traditional American liberal arts education to its students, with an additional emphasis on the fields of economics and business administration. Priority in acquisitions will therefore be given to materials deemed most useful to the students and faculty in these areas of study.

In addition, it is a further aim of the library to advance the general educational level of its users by providing the following types of materials:

1. Standard works of general reference
2. Major works treating important fields not directly related to the curriculum
3. An adequate stock of books appropriate for leisure reading
4. A selected number of general periodicals and the standard scholarly periodicals in the fields covered by the curriculum

SELECTION PROCESS

The selection of materials for the library should involve all sectors of the College community. To this end, students, faculty, and members of the administration are encouraged to submit recommendations for purchase to the Library Committee. This Committee will consist of one representative from the field of liberal arts, one from the field of business administration, the Head Librarian, and the ACHS Librarian.

The faculty representatives will insure that their colleagues are aware of the importance of their contributions to the selection process and will provide liaison with the librarians concerning requested materials. In addition to suggesting additional materials for purchase, the librarians will also be responsible for the overall co-ordination of the program of book selection and ordering. Particular emphasis will be given to the development of a balanced collection which reflects the stated aims of the library.

CRITERIA FOR SELECTION

Every effort will be made to obtain appropriate materials, both retrospective and current, which are recognized as

meeting the standards of scholarship suited to the intellectual and linguistic attainments of undergraduate students. Whenever possible, selections of unknown works will be made on the basis of critical reviews and/or bibliographies. The final decision concerning materials to be purchased will be made by the Library Committee.

DONATIONS

Although the library welcomes the donation of materials from both individuals and institutions, it reserves the right to reject any works which the Library Committee deems inappropriate. The specific guidelines set forth in the Gift Policy of the Anatolia College Library will also apply to donations made to the American College of Higher Studies.

STANDARD SEVEN: LIBRARY AND LEARNING RESOURCES

DESCRIPTION

History and Philosophy

The students and faculty of ACHS have free access to all the holdings of the Anatolia Library, which currently number in excess of 31,000 volumes (including 1,315 books on order and some 4,000 gift volumes which are in the process of being catalogued). The Library was originally established in 1886, although most of its present collection was assembled during the last few decades in order to meet the various and changing needs of Anatolia, especially its secondary school. The holdings acquired for the secondary school, it is important to note, differ from a typical high school library in a number of significant ways. Since Greek schools do not normally have libraries, their curriculum does not take into consideration the existence of library support. The Anatolia Library, therefore, developed a collection which in many ways resembles the more diverse holdings of a public library. While generally designed to meet the interests, both academic and personal, of teen-age readers, it also provides a sound basic collection in many subject areas for teachers and other adults. In addition, it contains a core of reference materials, a substantial classics collection, and diverse periodical holdings.

When ACHS was established in 1981 as SBALA, it was decided to utilize the existing library to form a basis for the collection which would be built to support the ACHS curriculum. Separate funds were allocated for the purchase of materials specifically suited to the needs of college students. Since the initiation of this task twelve years ago, such works have been purchased annually. Since the erection of the new library building in 1989, the bulk of new acquisitions has been for ACHS. ACHS holdings are thus steadily expanding, and have been boosted through the donation of several thousand volumes. The College believes that the Library should be at the core of a liberal education which seeks to heighten cultural awareness and to develop intellectual discipline through critical analysis and logical reasoning. It is seen as an invaluable resource for both academic and individual development and it aims to provide materials selected toward these ends.

Physical Plant

Prior to October 1989, the Library was located in a wing of one of the secondary school buildings. Following the founding of ACHS and the burgeoning need for library services to support its growth in the early 1980's, the Trustees undertook to erect a new facility to allow significant expansion of the collection and improvement of library services. The new structure provides 1,600 square meters of floor space which is divided into three separate functional areas. The Library

BEST COPY AVAILABLE

itself contains a large central reading room on three levels in which the main book and periodical collection is housed, and where study space for 200 users is provided. In addition, two seminar rooms open off the main library, which can accommodate an additional 30 persons. Archive materials are kept in a large, easily-accessible basement storeroom. The current collection consists of approximately 31,000 volumes in a building with a maximum capacity of 50,000. The building also houses a computer laboratory containing 40 IBM PCs and compatibles; these are available during afternoon and evening weekday hours for individual student use.

Finally, an amphitheater and projection room seating 70 allows students to view instructional films, slides and illustrated lectures.

Holdings and Organization of the Library

The library contains primarily books in English (approximately 65%) and Greek (about 35%). Classification is done according to the Dewey Decimal System, and all books, regardless of the language in which they are written, are integrated into a single series, thus enabling users to locate all books written on a given subject in the same area. Subject headings are assigned according to the Sears List of Subject Headings, and cataloging is done as prescribed by the latest edition of the Anglo-American Cataloging Rules.

Periodicals

The library subscribes to 53 English-language periodicals of a general nature, as well as to a limited number of professional journals, thus giving readers access to many of the titles indexed in the Abridged Reader's Guide to Periodical Literature. Bound volumes of most of these periodicals are available for at least the past 10 years. The ACHS program is further supported by the library's subscription to an additional 46 English-language journals of a more academic and scholarly nature selected and funded with the particular needs of college students in mind. Access to these is provided through the Social Science Index and the Humanities Index. In addition, the library subscribes to 30 Greek periodicals of both scholarly and popular content.

Audio-Visual Equipment

The library purchases and maintains all audio-visual equipment used at Anatolia for the needs of both the secondary school and ACHS. As was the case with the basic book collection, ACHS was able to exploit the existing machinery and to add to it with funds allocated for this purpose. In this way, ACHS has acquired access to the following audio-visual aids: full video-taping equipment, slide-projectors, 8mm and 16mm movie projectors, filmloop and filmstrip projectors, overhead projectors, cassette tape recorders and camera equipment.

The library's collection of non-print materials includes approximately 5,000 35 mm slides, primarily on art history. These are organized according to period and artist and are available for use by ACHS teachers. In addition, a collection of some 300 LP discs, mostly of classical music, is lent to both students and teachers. A small number of films are also available for class use, and the library's collection of 191 video cassettes is augmented regularly, with faculty requests receiving priority in purchasing.

Cooperation with Area Libraries

There is no formal interlibrary loan program between Anatolia and other local institutions, largely because Greek institutional libraries have poor English language collections and are not organized for interlibrary cooperation. Exchanges are made on a need basis with the Pinewood Schools Library and the United States Information Service Library, both of which are English-language libraries located in Thessaloniki. The USIS Library has holdings of particular value in American Literature and History, as well as other ancillary fields which would be used by an adult American borrower. Other area libraries include those of the British Council, which is strong in English literature, and the Aristotelian University of Thessaloniki, which contains works in the areas of English and American literature and language. These facilities are used to a limited extent by some of the students and faculty of ACHS. The newly-established Center for the Study of European Law, a polyglot reference library containing materials relevant to European Community Law and Economic Policy, is also employed on occasion by ACHS students.

Hours

The Library is open from 8 am to 9 pm when classes are in session, and from 8 am to 1 pm during vacations. ACHS classes meet during the afternoon and evening after the secondary school students have departed, and the Library functions from 3 pm to 9 pm expressly for ACHS students although they are also free to use it earlier in the day.

Personnel

The library is staffed by a professional Head Librarian, two Assistant Librarians, one of whom is responsible exclusively for ACHS activities, a part-time Cataloguer, and a Secretary. In addition, several part-time student assistants are employed for shelving, technical processing of books, and assistance to students who are using the computer room on an individual basis. A technician is also available for the operation and maintenance of audio-visual equipment.

BEST COPY AVAILABLE

Library Instruction and Service

The library staff attempt to meet the special needs of ACHS students in a number of ways. Most Greek students are unfamiliar with libraries in general and with English works in particular. Therefore, great emphasis is given to individual reader guidance and reference assistance by all Library personnel. Orientation tours and instruction in basic library research are provided by the staff at the request of faculty members. Since one of ACHS' objectives is to develop student familiarity with library services and methods of utilization, students are encouraged to use the Library in support of their assigned lessons, as a study area, and for recreational reading.

All first-year ACHS English classes spend about one week of class time becoming conversant with the Library and its numerous resources, most of which are unfamiliar to new students. Students are systematically inducted into the employment of the card catalogue, the use of the Readers' Guide and other indexes, the Periodicals Collection, the Reference Section, and the Dewey Decimal system.

In an effort to more effectively serve the faculty, and through them the students, the Assistant Librarian assigned to ACHS attends occasional faculty meetings, where she informs the teaching staff of developments in the Library and notes any materials requests which they may wish to make. Additionally, a list of recent library acquisitions is made available to all faculty members each year.

Acquisitions

ACHS faculty and students are encouraged to suggest materials for purchase at any time. Faculty members are formally asked to submit their requests for supplementary reading on a regular basis; they are further urged to recommend more general titles for purchase in their given area of expertise. The librarians also follow a systematic course of book selection based on their evaluation of student needs as reflected by their day-to-day requests. During recent years, academic personnel have been engaged on a short-term basis during the summer months to complete large-scale orders of books for the College. A formal acquisitions policy, now in effect for two years, guides the overall tenor in which ordering is conducted. Whether originating with students, faculty or librarians, acquisitions are ultimately determined in view of the collection as a whole and the curricular goals which it seeks to serve.

Utilization

ACHS currently has a student body of +400. Although no exact figures are available, it is estimated that approximately 40 of these students use the Library each day. Circulation figures indicate that there has been an increase in materials borrowed by ACHS students since the opening of the new library. Approximately 1,900 books were borrowed during the 1988-89 school year; 3,689 in 1990-91;

4,463 in 1991-92; and 5,457 in 1992-1993. A bar graph detailing month-by-month circulation figures is provided in the Supporting Documentation to Standard 7.

Library Governance

In 1992 a new administrative organ was created to deal with the growing need of the ACHS Library to coordinate and harmonize its own growth with the corresponding expansion in the College's programs and enrollment. A Library Steering Committee was formed at that time in order to serve the Library in the role of liaison, to provide encouragement and, where necessary, guidance and direction both for the faculty and for the Library staff. The Steering Committee, which meets approximately every two months, is composed of the Academic Dean, the Head Librarian and ACHS Librarian, and the Acting Chair of Business Administration. An ACHS Acquisitions Policy, an Ordering Policy, and a new means of involving faculty more directly in the ordering procedure have already been devised. In addition, the Steering Committee has been taken into the budgetary process in a meaningful way, as it submitted to the Provost its own budget request for the 1993-1994 fiscal year.

APPRAISAL

The new library facility meets present and projected needs in terms of space. It is attractive and well-designed, and invites optimum use by students and faculty. The library is open to the entire Anatolia College community, including ACHS and Anatolia's secondary school students and alumni, faculty members and their families and staff.

The current materials collection is not yet fully adequate to ACHS' needs. This is generally admitted, and frequently lamented by all constituencies within the College community. However, the Trustees have identified the upgrading of the Library holdings as one of their highest priorities in the 1990 Long-Range Plan. Accordingly, resources are being made available to the library in unprecedented amounts. The Library staff, responding to the specific requests of faculty members, is moving to improve the collection and close significant gaps in the areas of Economics, English, the Social Sciences, and the Natural and Physical Sciences, as well as to update and improve reference sources and increase periodical holdings. A new technique for making ordering of books in their subject areas easier for faculty members was employed by the Staff and the Library Steering Committee in 1992, and it has proved sufficiently successful to warrant its continuation into 1993.

The Head Librarian believes that the number of regular staff is just adequate for present demands. The number of student assistant-hours has been significantly increased during the past two years, and a part-time professional librarian was hired in 1992 as Cataloguer. In addition, one member of the regular staff has been enrolled in an M.S. program in Library Science. In 1989 the Trustees donated a generous sum ($25,000) earmarked for ACHS acquisitions.

BEST COPY AVAILABLE

Integration into the collection of a large number of gift books deemed suitable for a college collection is proceeding on schedule.

PROJECTION

In appraising the institution with respect to the Standard on Libary and Learning Resources, the following strengths and weaknesses have been identified.

Strengths

1. The new library facility is more than adequate for ACHS' present space requirements, and will permit expansion of holdings up to 50,000.

2. The library is attractive and well-designed, inviting optimum use by students and faculty.

3. The library is well-equipped to cover the needs of both students and faculty for personal computers and audio-visual hardware.

4. The library is administered by a professionally-qualified librarian and experienced support staff, of whom one member is occupied exclusively with services to ACHS.

Weaknesses

1. Although considerable efforts have been made to close gaps in several areas of the print materials, weaknesses remain in some subject areas. This problem was formally addressed by the Library Committee in 1993, and a draft policy regarding criteria by which intensive ordering in targeted subject areas is to be conducted in future was formulated. A copy of this policy is provided in the Supporting Documentation to Standard 7.

2. The collection of audio-visual software, while strong in 35mm slides and LP discs, is not adequate in other areas, especially educational videotapes.

WORKS CITED

Adams, Mignon. 1992. The role of academic libraries in teaching and learning. College and Research Libraries News 53 (July/August): 442-445.

American Library Association. Association of College and Research Libraries. 1988. Books for college libraries. Chicago: American Library Association.

Association of College and Research Libraries. College Library Standards Committee. 1986. Standards for college libraries, 1986. College & Research Libraries News 47 (March): 189-200.

Casserly, Mary F. 1986. Academic library regional accreditation. College and Research Libraries 47 (January): 38-47.

_____. 1987. Accreditation-related self-study as a planned change process: Factors relating to its success in academic libraries. Journal of Library Administration 8 (Spring): 85-105.

Du Mont, Rosemary Ruhig. 1980. A conceptual basis for library effectiveness. College and Research Libraries 41 (March): 103-111.

Hall, Blaine H. 1985. Collection assessment manual for college and university libraries. Phoenix: Oryx Press.

Kania, Antoinette M. 1988. Academic library standards and performance measures. College and Research Libraries 49 (January): 16-23.

Kastritsis, Patricia A. 1993. State of the library, departmental report. Thessaloniki, Greece: American College of Higher Studies. Photocopied.

Lockett, Barbara, ed. 1989. Guide to the evaluation of library collections. Chicago: American Library Association.

Lutzker, Marilyn. 1990. Bibliographic instruction and accreditation in higher education. College and Research Libraries 51 (January): 14-18.

Magrill, Rose Mary. 1985. Evaluation by type of library. Library Trends 33 (Winter): 267-295.

Walch, David B. 1993. The 1986 college library standards: Application and utilization. College and Research Libraries 54 (May): 217-226.

White, Phillip M. 1986. College library formulas applied. College & Research Libraries News 47 (March): 202-206.

Williams, Delmus E. 1988. Accreditation and the process of change in academic libraries. Advances in Library Administration and Organization 7 : 162-207.

_____. 1993. Accreditation and the academic library. Library Administration and Management 7 (Winter): 31-37.

Wortman, William A. 1989. Collection management: Background and principles. Chicago: American Library Association.

Young, Kenneth E. 1983. Understanding accreditation. San Francisco: Jossey-Bass Publ.